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DETERMINING AN EFFECTIVE EDUCATIONAL PROGRAM FOR CHILDREN OF MIGRATORY WORKERS IN WISCONSIN (PHASE I).

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A SYSTEM OF PROVIDING EDUCATION FOR THE CHILDREN OF MIGRANT WORKERS OUTSIDE OF THEIR HOME COMMUNITIES WAS DESIGNED AND TESTED. THE OBJECTIVES WERE--(1) TO DEVELOP PROCEDURES TO PREDICT THE ARRIVAL OF SPECIFIC CHILDREN IN SPECIFIC AREAS AT SPECIFIC TIMES, (2) TO DEVELOP EDUCATIONAL PROGRAMS THAT ARE APPROPRIATE TO THE NEEDS OF MIGRANT CHILDREN, AND (3) TO DETERMINE WHETHER OR NOT SUCH PROGRAMS ARE FINANCIALLY FEASIBLE. A FACT-FINDING SURVEY WAS CONDUCTED TO OBTAIN INFORMATION ON THE NUMBER OF MIGRANT CHILDREN IN THE STATE, DATE OF ARRIVAL, LENGTH OF STAY, AND AREAS AND SCHOOL DISTRICTS AFFECTED. A FORM WAS DEVELOPED WHICH WAS SENT TO THE TEXAS EMPLOYMENT AGENCY SO THAT THE CREW LEADER WHO SIGNED THE LABOR CONTRACT FOR WORK IN WISCONSIN COULD LIST THE NAMES, HOME SCHOOL, AND OTHER DATA CONCERNING CHILDREN OF THE CREW. THESE FORMS WERE USED TO CLASSIFY CHILDREN BY TYPE OF HOME SCHOOL, AND A FORM SEEKING A SHORT EDUCATIONAL ASSESSMENT WAS SENT TO THE HOME SCHOOL. WHEN THE REGULAR ESTABLISHED PROGRAM WAS IN EXISTENCE, A REPORT OF ACTIVITIES IN A WISCONSIN MIGRANT SCHOOL WAS SENT TO THE HOME SCHOOL IN TEXAS. PREDICTIVE SCALES WERE DEVELOPED BASED UPON FINDINGS OF THE RESEARCH PHASE OF THE PROGRAM. THE FINDINGS RESULTED IN VERIFYING APPROXIMATELY 22 PERCENT OF THE MIGRANT CHILDREN WHICH WAS A SUFFICIENT NUMBER TO WARRANT PREDICTION FOR SCHOOL PURPOSES, AND WOULD IMPLY THE NEED FOR FIVE SPECIAL EDUCATIONAL CENTERS IN WISCONSIN. (GC)

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DETERMINING AN EFFECTIVE EDUCATIONAL PROGRAM FOR CHILDREN OF MIGRATORY WORKERS IN WISCONSIN
(Phase I)

A Report of Research
Conducted by

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Preface

Seasonal agricultural laborers play an important economic role in almost every state in which farming ranks among the principal industries. As an important agricultural state Wisconsin is no exception, for it depends heavily on migrant workers to harvest, cultivate, and process cherries, sugar beets, cucumbers, and other crops at the proper time. Each year over eleven thousand migrants make a temporary home in Wisconsin, some for only a few days, others for as long as six months. Among this temporary population are a great number of children who travel with their parents. Since much of the year is spent in moving from place to place, the education of these children is consequently a haphazard business, a bit picked up here, a bit picked up there. These bits are rarely, if ever, in a logical order. As a result, the children of migrant workers become a sad testimony to the truth of the statement, "You can't educate a procession."

The movement of migrant workers has long been a principal obstacle to the adequate education of their children, although other factors such as language barriers, cultural differences, and prejudice are also often involved. The mobility problem, however, is basic, since one must know where to find the children before he can begin work on the various other factors which contribute to their educational retardation. Consequently, the first phase of this project has placed primary emphasis upon two objectives: (1) predicting the time and place of arrival in Wisconsin of specific migrant children; (2) gathering educational information on these children in advance of their arrival. It is hoped that a second phase of this project will not only further investigate the mobility problem, but also seek to determine the most effective educational program for a short term school for migrant children. Only by solving these problems can the children of migrant workers obtain the education which most Americans believe is the right of every child.

Whatever the final solution to the problems of migrant education may be, one thing is clear: an effective educational program can be developed only through the cooperation of many people. The author is deeply grateful to the many people and agencies who made this study possible: to the United States Department of Health, Education and Welfare for financial support; the Texas Employment Commission and the Wisconsin State Employment Service (affiliates of the United States Employment Service) for outstanding cooperation; to the Governor's Commission on Human Rights of the State of Wisconsin for support and encouragement to the project; to the Governor's Committee on Migratory Labor; to the Texas Education Agency and the teachers, principals, superintendents, and other school officials of Texas for their interest and cooperation in furnishing educational data for the migrant children; to Wisconsin growers and canners; and to the many crew leaders and individual migrants who contributed greatly to the success of this project by their cooperation. Particular credit is due Herbert H. Lindsey and Mrs. Carolyn N. Waller for their assistance in the development of forms and the preliminary analysis and interpretation of population data. Many other people, too numerous to mention here, contributed their time and knowledge to the project. For their interest and help, the author is also grateful.

January, 1961

Donald R. Thomas

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I.

INTRODUCTION

Three obstacles plague the educator who wishes to solve the problem of educating children of migratory workers: (1) The educational process is hampered by the inherent instability of the migrant group. It has been difficult for labor demand states to predict the movement of specific migrant children in the dimensions of time and space; (2) Seasonal agricultural work is usually short-term, controlled by a succession of harvest peaks in a variety of crops. Consequently, migrant children are available for educational opportunities only on a short-term basis; and (3) Migratory workers in the mid-American stream are typically non-residents in the states in which they work during the long agricultural season. Hence, resident taxpayers have been reluctant to assume financial responsibility for what would appear to be an educational problem requiring expensive special educational treatment.

It was decided to attack first the problem of prediction of the arrival of specific children in specific places at specific times. The answers to this phase of the general problem would give more accurate information on the length of stay, location, and would predict the financial problems to be faced in providing educational opportunities for these children. Accordingly, the project devised the following methodology:

1. Use of the Federal Annual Worker Plan, in cooperation with the Texas Employment Commission and the Wisconsin State Employment Service. Texas was chosen since it provided the vast majority of migratory workers entering Wisconsin. Through this Annual Worker Plan mechanism, it was possible to obtain copies of all labor contracts (Form E.S. 369) which indicated that a specific crew was destined for Wisconsin.

2. The project supplied the Texas Employment Commission with Children-in-Crew forms, devised by the project, to be attached to the E.S. 369 forms. Crew leaders were asked to list on the Children-in-Crew form the names, ages, sex, and home school districts of every child under sixteen who would accompany that crew during the agricultural season.

3. Upon receipt of the Children-in-Crew forms and the Form E.S. 369, the project sent an Educational Assessment Form to the listed home school district of each child.

4. If all the information requested were supplied, the project could predict that a specific child, who possesses certain educational strengths and weaknesses, would arrive in a specific location in Wisconsin on or about a specific date, and would remain there for a specified period of time.

5. Field observation during the appropriate times were so arranged that verification or refutation of these predictions could be ascertained.

This report contains the results of the initial investigation described above. Chapter II deals with Temporal and Spatial patterns of movement of the children of migratory workers. An analysis of educational assessment data is found in Chapter III. The conclusions, implications, and recommendations are set forth in Chapters IV and V.

II

ANALYSIS OF THE TEMPORAL AND SPATIAL PATTERNS OF THE MOVEMENT OF SEASONAL AGRICULTURAL MIGRANT CHILDREN INTO WISCONSIN, 1960

Following are summaries of the data collected, with accompanying explanations and analysis. General conclusions will follow.

Preliminary Statement

A total of 4,478 individuals are expected to comprise agricultural migrant crews entering Wisconsin in 1960 as reported to the Wisconsin Migrant Research Project through the Annual Workers Plan of the Wisconsin Employment Service. These individuals, a large segment of the total migrant stream, for the most part, originated or came directly from the State of Texas. The great majority are Spanish-speaking migrants born in the United States of Mexican ancestry. Approximately one-third (1,528) of the crews is composed of children under 16 years of age. These total figures do not represent accurately the total number of seasonal agricultural migrants and their children coming into Wisconsin to help with the preparation, planting, cultivation, harvest, and processing of commercial crops. A sizeable number of migrants are "free-wheelers," those who wander across the country following crop schedules in the hope of finding work. Another large number consists of those workers who are recruited by growers and food processing companies through their own labor recruiters or labor contractors. By far, the greatest proportion of migrants who come to Wisconsin claim Texas as their home state. The total number of individuals upon which this report is based are those workers or crews who registered for jobs through the Annual Workers Plan and mediated through the Texas Employment Commission and the Wisconsin State Employment Service.

Since the focus of this study is upon the movement and education of migrant children, we are interested in the total number of children[1] entering Wisconsin who we can include in our analysis. Of the total count of children (1,528) entered on the Migratory Labor Employment Record (E.S. 369)[2], a total of 743 names of children were listed on the Children-in-crew forms[3] accompanying the E.S. 369's sent to the Wisconsin State Employment Service from the Texas Employment Commission. Children, for our purposes, generally includes those persons under 16 years of age, but excludes those persons not of school age, that is, under six years of age and not in school. The total count of children,

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[1]"During 1959, 11,339 migratory workers represented by 860 crew leaders and family heads were employed in seasonal food processing and agricultural activities in Wisconsin. In addition, 4,109 migrant children under 16 years of age accompanied these crews. The bulk of the migratory workers was employed during July when they made up 47% of the seasonal agricultural and food processing work force in the State. The ten-year average of migratory workers seasonally employed in Wisconsin is 11,021." (Fact Sheet: Migratory Workers in Wisconsin - 1959, based on E.S. 369's "Crew Registration," Wisconsin State Employment Service.)

[2]See Appendix A

[3]See Appendix B

however, includes thirty-four (34) persons sixteen and seventeen years of age who were listed as in school on the Children-in-crew forms and are included in this analysis. The discrepancy between 1,528 and 743 children is not accounted for by the exclusion of those children under six years of age. A number of crew leaders, for various reasons, did not provide a list of children in their crews and the school information requested at the time of the preparation of the E.S. 369's in Texas.

Expected Inflow of Seasonal Agricultural Migrant Children Under 16 Years of Age

The data for Table 1 were taken from the Migratory Labor Employment Record (E.S. 369) sent to the Wisconsin Migrant Research Project from the Texas Employment Commission via the Wisconsin State Employment Service, as pre-arranged. From item 5, data are provided on counts of individuals, which includes total number of individuals, total under 16, and a breakdown of the total over 16 by sex. Item 10 enables us to secure the pattern of employment (past, present, and future employment; beginning and ending date; name and complete address of grower; and crop activity) for each registered crew.

The total number of children under 16 years of age, as indicated on the E.S. 369's, are cross-classified by the areas into which they are expected to arrive (address of growers) and the expected month of arrival. In some cases, such as the Red Granite and Wautoma areas, the name and address of the employer is not adequate for specifying the area of arrival. Wautoma and Red Granite are centers for pickle companies which hire a large number of seasonal migrant workers through both the Wisconsin State Employment Service and their own labor recruiters. The workers are then allocated or distributed to local growers who have contracted to grow and sell cucumbers to the pickle companies. The migrant workers and their children are therefore scattered out to farms around and in the county (Waushara), but not necessarily within the limits of Wautoma and Red Granite. The areas of destinations are taken from the E.S. 369's as listed.

The numbers in parenthesis () indicate that that number of children moved into that area and month after leaving another area in Wisconsin. For example, a crew including nineteen (19) children under 16 years of age moved into Winneconne in July. The crew worked for a while in the pea harvest and later moved up to Bailey Harbor for the cherry harvest. Then in August, the same crew including nineteen (19) children returned to Winneconne to assist with the harvest of corn. Those entries in parenthesis are intended to give some indication on movement of the children within Wisconsin during their stay. Such numbers of children are included in the total count only once. The figures in parenthesis are independent of the figures without parenthesis.

A few of the E.S. 369's did not present specific data identifying the employer. The only information was the identification of the crop activity, such as "Pickles," "Cherry Harvest," or "Various Employers." We might be able to consolidate the "Cherry Harvest" category with the "Sturgeon Bay" area. Such an attempt was made in our efforts to verify the arrival of children of such crews.

TABLE 1

EXPECTED INFLOW OF SEASONAL AGRICULTURAL MIGRANT CHILDREN
UNDER 16 YEARS OF AGE INTO WISCONSIN,
BY AREA OF DESTINATION
AND MONTH OF ARRIVAL: 1960

AREA OF STINATION	TOTAL	EXPECTED MONTH OF ARRIVAL					
		March	April	May	June	July	August
mond	5	-	-	-	-	5	-
iley Harbor	(19)*	-	-	-	-	(19)	-
lgium	43	-	-	-	43	-	-
rlin	31(13)	-	-	11	20	(13)	-
mbria	46	-	-	-	46	-	-
rruthersville	7	-	-	7	-	-	-
ilton	10	-	-	-	10	-	-
eveland	11	-	-	-	11	-	-
yman	33	-	4	-	29	-	-
loma	5	-	-	-	-	5	-
lumbus	9	-	-	-	2	7	-
lison Bay	21	-	-	-	8	13	-
deavor	12	-	6	6	-	-	-
eedom	5	-	-	5	-	-	-
een Bay	102	-	-	8	10	60	24
rtford	77	-	-	-	77	-	-
lbert	26	-	-	-	26	-	-
llsborough	2	-	-	-	2	-	-
fferson	11	-	11	-	-	-	-
nosha	44	-	1	-	40	-	3
ke Mills	23	1	2	20	-	-	-
ma	10	-	-	-	-	-	10
nitowoc	14	-	-	-	14	-	-
rkesan	2	-	-	-	2	-	-
lwaukee	9	-	-	9	-	-	-
ntello	72	-	-	49	23	-	-
shkoro	31	2	10	-	6	13	-
kfield	2	-	-	-	-	2	-
onto	11(18)	-	-	-	-	11	(18)
lmyra	15	-	11	-	-	4	-
rtage	23	-	-	-	13	10	-
inceton	1	-	-	-	1	-	-
ndolph	7	-	-	-	7	-	-
ndon Lake	6	-	-	-	6	-	-
d Granite	40	-	-	-	12	28	-
ce Lake	-	-	-	-	-	-	-
iocton	10	-	-	-	-	10	-
ster Bay	24(18)	-	-	-	(14)	24(4)	-
urgeon Bay	417(47)	-	-	-	-	413(47)	4
ion Grove	27	-	16	11	-	-	-
terloo	-	-	-	-	-	-	-
utoma	199(31)	-	-	-	10	189(5)	(26)
itewater	12	-	-	-	12	-	-
ld Rose	4	-	-	-	-	4	-
nneconne	19(19)	-	-	-	-	19	(19)

TABLE 1 (CONTINUED)

Area of Destination	Total	March	April	May	June	July	August
Various Employers	19(13)	-	-	13	-	6	(13)
Cherry Harvest	19	-	-	-	-	19	-
Pickles	12	-	-	-	-	5	7
TOTAL	1528(178)	3	61	139	430(14)	847(88)	48(76)
PERCENT	100.0	.2	4.0	9.1	28.1	55.4	3.1

Source: Tabulation of total number of children under 16 entered for item 5 (counts of individuals) on E.S. 369's (Migratory Labor Employment Record).

*The numbers in parenthesis ( ) indicate that that number of children moved into that area and month after leaving another area in Wisconsin.

Finally, let us make three subsidiary remarks. (1) This table is compiled independently of the Children-in crew forms. There were Children-in-crew forms received without any accompanying E.S. 369's which, if received, would have raised the total number of children under 16. (2) The total of 1,528 includes children under 6 years of age. Theoretically, on one hand, it includes newly born babies, if they are traveling with the crews. On the other hand, there are field observations and documentary evidence to show that some young children were left entirely out of the count of individuals in the crews. (3) The area of destination is that area in which the employer is located as indicated on the E.S. 369's. With the possible exception of Green Bay, Red Granite, Sturgeon Bay, and Wautoma, the employers are located in the areas indicated as the area of destination.

The temporal dimension of the movement pattern of agricultural migrant children is shown by the total number of children entering each month into Wisconsin from Texas. Migrants began to trickle into the state around March and the number of newcomers more than doubles with each succeeding month until a peak is reached in July. The number of new arrivals decreases sharply for August with a record of no new arrivals for September (Table 1). The time span of movement into Wisconsin is then from March until August with the greatest movement in July. These data do not show the accumulative totals in each of the areas as a result of prior seasonal migration into that area.

The temporal pattern of the movement of migrants and their children into Wisconsin is closely connected with commercial farming and the allied food processing industries. Furthermore, the temporal pattern is affected by crop, weather and harvest conditions in Wisconsin and other states that also use seasonal agricultural workers. For example, adverse crop or weather conditions in a sugar beet state can affect the movement of those workers and their children who are scheduled to move from the sugar beet state into Wisconsin for the cherry and cucumber harvests.

The timing of the arrival of migrants and their children is illustrated with reference to the timing of crop activities in Wisconsin. The slow trickle of migrants in March, April, and May is related to the labor requirements for the planting and weeding of vegetables (muck farming). They usually remain in the crop areas, such as Montello, until September or early October. Some of the migrants work in the thinning and blocking of sugar beets between May and the middle of July. Peas which are usually harvested between the last of June and the middle of July attract a share of the total number of migrants. The cucumber harvest starts around the middle of July and ends about the middle of September. The cherry harvest draws a large number of migrants and their children from other states and from within Wisconsin between July 15th and August 15th. Finally, the sweet corn harvest employs a number of migrants during mid-August to the last days of September.

Expected Inflow of Seasonal Agricultural Migrant Children on Children-In-Crew Forms

The basic data for Table 2 were compiled from a tally of the children's names listed on Children-in crew forms attached to E.S. 369's sent from the Texas Employment Commission to the Wisconsin Migrant Research Project through the Wisconsin State Employment Service. A total of 743 children, for our purposes, were counted on the Children-in-crew forms. The Children-in-crew forms were distributed to the Texas Employment Commission and crew leaders

TABLE 2

EXPECTED INFLOW OF SEASONAL AGRICULTURAL MIGRANT CHILDREN
ON CHILDREN-IN-CREW FORMS INTO WISCONSIN,
BY AREA OF DESTINATION AND MONTH: 1960

AREA OF DESTINATION	UNKNOWN	TOTAL	EXPECTED MONTH OF ARRIVAL					
			March	April	May	June	July	August
Almond	-	-	-	-	-	-	-	-
Bailey Harbor	-	-	-	-	-	-	-	-
Belgium	3	36	-	-	-	33	-	-
Berlin	5	31	-	-	5	11	10	-
Cambria	-	22	-	-	-	22	-	-
Carruthersville	-	-	-	-	-	-	-	-
Chilton	-	5	-	-	-	5	-	-
Cleveland	-	4	-	-	-	4	-	-
Clyman	-	16	-	-	-	16	-	-
Coloma	-	-	-	-	-	-	-	-
Columbus	-	9	-	-	-	4	5	-
Ellison Bay	2	2	-	-	-	-	-	-
Endeavor	2	13	-	6(1)	5	-	-	-
Freedom	-	-	-	-	-	-	-	-
Green Bay	-	47	-	-	-	10	23(1)	14
Hartford	-	27	-	-	-	27(3)	-	-
Hilbert	-	17	-	-	-	17	-	-
Hillsborough	-	-	-	-	-	-	-	-
Jefferson	-	8	-	8	-	-	-	-
Kenosha	-	1	-	-	1	-	-	-
Lake Mills	-	14	-	14	-	-	-	-
Lima	-	-	-	-	-	-	-	-
Manitowoc	-	4	-	-	-	4(3)	-	-
Markesan	-	1	-	-	-	1	-	-
Milwaukee	-	7	-	-	7	-	-	-
Montello	-	53	9	-	27(3)	17	-	-
Neshkoro	3	8	-	5	-	-	-	-
Oakfield	-	1	-	-	-	-	1	-
Oconto	-	20	-	-	-	3(1)	4	13
Palmyra	-	-	-	-	-	-	-	-
Portage	-	-	-	-	-	-	-	-
Princeton	-	1	-	-	-	1	-	-
Randolph	-	4	-	-	-	4	-	-
Randon Lake	-	-	-	-	-	-	-	-
Red Granite	-	15	-	-	-	7	8	-
Rice Lake	-	-	-	-	-	-	-	-
Shiocton	-	6	-	-	-	-	6	-
Sister Bay	-	18	-	-	-	-	18(2)	-
Sturgeon Bay	-	157	-	-	-	-	154(12)	3
Union Grove	-	23	-	13	10(1)	-	-	-
Waterloo	-	-	-	-	-	-	-	-
Wautoma	-	105	-	-	-	10	95(6)	-
Whitewater	-	12	-	-	-	12	-	-
Wild Rose	-	-	-	-	-	-	-	-
Winneconne	-	19	-	-	-	19	-	-

TABLE 2 (CONTINUED)

Area of Destination	UNKNOWN	TOTAL	March	April	May	June	July	August
Various Employers	-	5	-	-	5	-	-	-
Cherry Harvest	-	32	-	-	-	-	32(1)	-
Pickles	-	-	-	-	-	-	-	-
TOTAL	15	743	9	46	60	227	356	30
PERCENT	2.0	100.0	1.2	6.2	8.1	30.1	47.9	4.0

Source: Tally of Children's names listed on children-in-crew forms attached to E.S. 369's sent from the Texas Employment Service to the WMRP through the Wisconsin Employment Service

Footnote: [1] Children include, generally, those persons listed on the children-in-crew form under 16, but not under 6 years of age and not in school. The total figure includes thirty-four (34) children listed on Children-in-crew forms 16 and 17 years of age. The numbers in parenthesis ( ) indicate the distribution of those children 16 and 17 years old. The numbers in parenthesis are included in the number for each cell.

[2] Month unknown. Children-in-crew forms received without accompanying E.S. 369.

were asked to fill out the forms by listing the names, age, sex, name of school, and school location for each child under sixteen traveling with their crews. The request for this action was made at the time that the E.S. 369's were processed. The completed Children-in-crew forms were attached to the E.S. 369's that were forwarded to the Wisconsin State Employment Service. There were reports from Texas that some crew leaders hesitated to fill out or failed to fill out the forms for fear of possible child labor law violations, a curtailment of their movement, or a prohibition on the use of children under 16 years of age as workers. At any rate, for whatever reasons, all crew leaders, although cognizant of the nature of the request for school information, did not complete the Children-in-crew forms.

Children, as defined here for our purposes, include generally those persons listed on the Children-in-crew forms under sixteen years of age, but not under six years of age and not in school. The total count of 743 includes thirty-four (34) children listed on the Children-in-crew forms who were 16 and 17 years of age and in school. The numbers in parenthesis ( ) indicate the distribution of those children 16 and 17 years of age and in school. The numbers in parenthesis are included in the number for each cell. For example, six children are expected to be in Endeavor in April; of these, one child is either 16 or 17 years of age.

The expected month of arrival was taken from the E.S. 369's to which the Children-in-crew forms were attached. There were a few instances for which the Children-in-crew forms were forwarded to the Wisconsin Migrant Research Project without the accompanying E.S. 369's. Therefore, the unknown month of arrival covers those cases. However, the employers and areas of destination were noted on the Children-in-crew forms.

A similar temporal pattern of the movement of migrant children exists for these data (Table 2) as are described in the preceeding section (Table 1). The main difference between Tables 1 and 2 is that Table 1 includes all children under 16 reported on the E.S. 369's.and Table 2 represents data for those children reported on the Children-in-crew forms accompanying the E.S. 369's. Table 2 excludes those children under 6 years of age and not in school and generally those children who are sixteen years of age and over.

Home School of Seasonal Agricultural Migrant Children Entering Wisconsin

Table 3 presents a list of school locations of the migrant children who are expected to come into Wisconsin from Texas during 1960. These data were derived from the individual data cards[4] compiled from Children-in-crew forms and Educational Assessment forms.[5] From the Children-in-crew forms were taken the names of the children along with the names and locations of the schools in which they were enrolled. An Educational Assessment form for each child listed on the Children-in-crew form was prepared and sent to his principal and/or district school official for completion. The school official either returned or did not return the Educational Assessment Form directly to the

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[4]See Appendix D

[5]See Appendix C

TABLE 3

HOME SCHOOL OF SEASONAL AGRICULTURAL MIGRANT CHILDREN[1] ENTERING WISCONSIN, RELATED TO THE SENDING AND RETURN OF EDUCATIONAL ASSESSMENT FORMS: 1960

LOCATION OF SCHOOL (HOME BASE)	TOTAL	EDUCATIONAL ASSESSMENT FORM SENT (Y-59)				EDUCATIONAL ASSESSMENT FORMS NOT SENT
		TOTAL	EDUCATIONAL ASSESSMENT FORM RETURNED		Y-59 NOT RETURNED	
			COMPLETED AND/OR PARTIALLY COMPLETED	NO INFORMATION		
Alamo	4	4	4	-	-	-
Alice	8	8	2	-	6	-
Asherton	21	21	6	-	15	-
Austin	34	25	11	1	13	9
Batesville	7	7	-	-	7	-
Big Fort	4	4	-	-	4	-
Brownsville	29	29	-	3[3]	26	-
Carrizo Springs	24	21	10	6	5	3
Catarina	2	2	-	-	2	-
Corpus Christi	26	15	8	4[3]	3	11
Cotulla	14	14	-	-	14	-
Crystal City	144	123	60	-	63	21
Devine	14	14	10	-	4	-
Donna	22	22	-	-	22	-
Eagle Pass	13	1	1	-	-	12
Edcouch	6	5	-	-	5	1
Edinburg	8	8	8	-	-	-
Encinal	5	5	-	2	3	-
Floresville	3	3	3	-	-	-
Harlingen	12	12	1	2	9	-
Junction	1	1	-	-	1	-
La Feria	13	9	5	2	2	4
La Pryor	4	-	-	-	-	4
Laredo	63	40	1	-	39	23
La Sara	2	2	2	-	-	-
Los Fresno	4	4	-	-	4	-
Los Indios	5	5	5	-	-	-
Lytle	4	4	-	-	4	-
Mercedes	18	18	5	2	11	-
McAllen	6	6	5	1	-	-
Mission	10	10	9	1	-	-
Neuvo Laredo	1	-	-	-	-	1
New Braunfels	1	1	-	1	-	-
Pharr	55	31	23	-	8	24
Robstown	3	-	-	-	-	3
Rio Grande City	1	-	-	-	-	1
Round Rock	3	3	3	-	-	-
San Antonio	89	81	33	18[3]	30	8
San Benito	3	3	2	1	-	-
San Ignacio	1	1	-	-	1	-
San Juan	20	17	12	1	4	3
San Perlita	1	1	-	-	1	-

TABLE 3 (CONTINUED)

LOCATION OF SCHOOL (HOME BASE)	TOTAL	EDUCATIONAL ASSESSMENT FORM SENT (Y-59)				EDUCATIONAL ASSESSMENT FORMS NOT SENT
		TOTAL	EDUCATIONAL ASSESSMENT FORM RETURNED		Y-59 NOT RETURNED	
			COMPLETED AND/OR PARTIALLY COMPLETED	NO INFORMATION		
Uvalde	6	6	4	2	-	-
Weslasco	20	14	7	4	3	6
SUB-TOTAL	734	603	240	51	309	134
Whitewater, Wisc.	4	-	-	-	-	4
Mexico	2	-	-	-	-	2
Not in School	3	-	-	-	3	-
TOTAL	743	603	240	51	312	140
PERCENT	100.0	81.2	32.3	6.9	42.0	18.8

Source: Tally of individual data cards compiled from children-in-crew forms and Educational Assessment forms.

Footnote:

[1] Children include, generally, those persons listed on the Children-in-crew forms under 16 years of age, but not under 6 years of age and not in school. The total count includes thirty-four (34) persons 16 and 17 years of age who were reported in school.

[2] All location of schools are in the state of Texas, except Neuvo Laredo, Mexico, Whitewater, Wisconsin, and unidentified place in Mexico.

[3] Eleven (11) Educational Assessment forms were returned from Texas marked "unclaimed", three (3) from Brownsville, three (3) from Corpus Christi, and five (5) from San Antonio.

research project by mail. Table 3 is a cross-classification of the disposition of those Educational Assessment forms by the school officials in the home base of the migrant children. For the total number of children for whom Educational Assessment forms were prepared, 141 of these forms were not sent. This category consists of cases for which Children-in-crew forms arrived at a date when the schools in Texas were closed for summer vacation. Earlier efforts lead to the decision that the sending of Educational Assessment forms to the Texas school principals and/or district school officials during the summer vacation was fruitless due to the unavailability of school records and the absence of teachers from pertinent schools.

Eleven Educational Assessment forms, classified as "returned no information," were returned by mail from Texas marked "unclaimed:" three (3) from Brownsville, three (3) from Corpus Christi, and five (5) from San Antonio.

All of the locations of schools are situated in Texas, except Nuevo Laredo, Mexico; Whitewater, Wisconsin; and an unidentified place in Mexico. School locations are listed as Whitewater, Wisconsin, for four (4) cases, the forms for which were not sent. Two children were last enrolled in Mexican schools for whom educational forms were not sent.

A simultaneous comparison of the list of school location with their designation on a map of Texas and the total number of children from those areas reveal a pattern of concentration in Southern Texas not too distant from the Mexican-United States border. Of the forty-six places listed, approximately seventy-five percent of the children are allocated to twelve (12) places as their school location (see text Table 4). Crystal City tops the list in the number of children (144) claiming it as location of their schools, followed by San Antonio (89), Laredo (63), and Pharr (55). If the twelve places are consolidated, it is shown that there are roughly six (6) areas around which the school location of migrant children are grouped. Ranked according to the number of children from each place, they are Crystal City, San Antonio, Laredo, Pharr, Austin, and Corpus Christi, Texas. Considering the geographical location of the places on the list, the Crystal City area ranks highest with the Pharr area second highest in importance as school location centers for migrant children coming into Wisconsin. Needless to say, this generalization is based on the return of the Children-in-crew forms from Texas.

TABLE 4

SCHOOL LOCATIONS OF TWELVE (12) LARGEST CONCENTRATION OF AGRICULTURAL MIGRANT CHILDREN EXPECTED INTO WISCONSIN: 1960

SCHOOL LOCATION CENTERS	NUMBER OF SCHOOL CHILDREN
1. Crystal City*	144
Carrizo Springs	24
Asherton	21
2. San Antonio*	89
3. Laredo*	63
4. Pharr*	55
Brownsville	30
Donna	22
San Juan	20
Weslasco	20
5. Austin*	34
6. Corpus Christi*	26
TOTALS	547 or 73.6%

Expected Destination of Seasonal Agricultural Migrant Children on Children-in-crew Forms

On the basis of names secured from the Children-in-crew forms, the name and area of the employer taken from the Migratory Labor Employment Record (E.S. 369's), field trips were made into different parts of the State of Wisconsin to verify the arrival of specific children in specific places at specific times. Prior to the verification of the arrival of migrant children into Wisconsin, or as soon as the E.S. 369's with Children-in-crew forms were received by the research project, Educational Assessment forms were prepared and mailed (with a postage pre-paid, self addressed envelope) to the children's schools for completion and return to the research project. An individual file card was prepared for each child with a summary of selective information compiled from the E.S. 369's, Educational Assessment forms, Children-in-crew forms, and from field trips made to verify the arrival of specific migrant children.

Table 5A and 5B, then, is a tally information taken from the individual cards. It is a cross-classification of data for each child according to the area in which he was expected, whether his arrival was verified (5A) or not verified (5B), and whether an Educational Assessment form was sent and returned or not returned. Finally, if the Educational Assessment form was returned, what was the extent of completion.

The cross-classification of data was prepared for 743 children. Children include, for our purpose, generally those persons listed on the Children-in-crew forms under 16 years of age, but not those under 6 years of age and not in school. The total count also includes thirty-four (34) children listed on the Children-in-crew forms who are reported as sixteen and seventeen years of age. For eleven of the children, their Educational Assessment forms were returned from Texas marked "unclaimed." Five (5) forms were returned from San Antonio, three (3) from Corpus Christi, and three (3) from Brownsville, Texas.

"Various Growers," "Cherry Harvest," and "Pickles" in the area of destination stub were the only specific information provided on some 369's. However, given the designation of a crew with the name of the crew leader and his expected arrival time, it may be possible to locate that crew. For example, the "cherry harvest" area is around the Sturgeon Bay area. A check with the Wisconsin State Employment Service branch office in Sturgeon Bay may help point to the specific location and employer of a given crew. Therefore, for purposes of analysis, the figures under "cherry harvest" may be placed with the Sturgeon Bay area. Wherever possible, as is the instance with "Pickle," more detailed information made possible the allocation of those children in a specific area.

A comparison of the total for each area of destination may not check out for Tables 2 and 5. If a crew is scheduled to be at two separate places at two separate times, they may have been verified at the last place of destination.

Wautoma and Red Granite are centers for pickle companies which hire a large number of seasonal migrant workers through both the Wisconsin State Employment Service and their own local recruiters. The workers are then allocated or distributed to local growers who have contracted to grow and sell cucumbers to the pickle companies. The migrant workers and children are consequently scattered out to farms in and around Waushara County, but not necessarily within the limits

of Wautoma and Red Granite. The area of destination are taken from the E.S. 369's as listed. However, field verification in these areas were made at each of the farms to which workers and their children were allocated.

Caution should guide the interpretation of the data for Green Bay and Sturgeon Bay. Forty-seven (47) cards were mailed to one employer on July 25, 1960. The forty-seven (47) cards were not returned to us by mail until September, 1960. Evidently, a station official of the food company had received the cards. His remarks were "These cards did not arrive in my possession until many of them (migrant children) had already left." Nineteen (19) of the forty-seven (47) cards were marked "not verified." There is a good possibility that they were in that area. Only two out of the forty-seven (47) children had Educational Assessment forms completed. Most of the verified cases had Educational Assessment forms "not sent." Most of the "not verified" cases had Educational Assessment forms "sent but not returned."

A total of 743 names of migrant children were submitted to the Wisconsin Migrant Project on Children-in-crew forms (X-59). Table 5A and 5B show that Educational Assessment forms (Y-59) were sent to the home schools in Texas for 603 of the 743 children. No Educational Assessment forms were sent to Texas for 140 or 18.8 percent of the children because in most cases their names reached the project after schools in Texas had closed for the summer and records were not available. There were also four cases which list Whitewater, Wisconsin, as the home school and two cases where the children had recently arrived from Mexico and had no English schooling. In neither of these instances were Educational Assessment forms sent out. Of the 603 Educational Assessment forms sent out, 291 forms were returned. Eleven of these returned forms were marked unclaimed and sent back from Texas without having reached the schools. Thus the total number of Educational Assessment forms returned from Texas schools equals 280, or 46.4 percent of those sent out. Three hundred twelve (312) forms were never returned to the project, and apparently were discarded by the schools in Texas.[6]

Table 5 also shows whether the location of the migrant children were verified or not verified at their expected areas of destination in Wisconsin. The following analysis of Table 5 relates to the overall pattern of location verification. A similar analysis can be undertaken for each area. There is likely to be variation in the pattern of location verification among the areas. Some of this variation is due to the length of time that the migrant children stay in an area and the possibility of catching up with them.

About two-thirds (491) of the 743 children had their location verified. Of these 491 children, 32.6 percent (160) were verified with educational data partially completed and completed on their Y-59's. About 7 percent (36) of the children were verified but no educational data were given on their Y-59's. No Educational Assessment forms were returned for 35.8 percent (176) of the children whose location were verified. About one-fourth of the children (119) were verified but they had no Educational Assessment forms sent out for them to the Texas schools. Analysis shows that only about one-fifth (160) of the total number of migrant children (743) on the Children-in-

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[6]An additional twelve (12) forms were returned to the project after September 6, 1960. These forms were considered as having arrived too late to be considered in the tabulations. The justification is that they would be useless for summer school purposes.

crew forms had educational assessment data sent to the project and had their location verified.

Over one-third (252) of the 743 migrant children did not have their location verified at their expected area of destination in Wisconsin. Of these 252 children whose locations were not verified, 31.7 percent (80) had completed and partially completed educational data and 6.0 percent (15) had no educational information entered on their returned Y-59's. Over one-half (54.0 percent) of the not verified children (136) had no Y-59's returned; twenty-one (8.3 percent) of the not verified children had no Y-59's sent out for them to the Texas schools. A large number of those not verified with educational data might have been verified in the Sturgeon Bay area with an increase in time and cost.

A list of areas of concentration of migrant children in Wisconsin, 1960, can be taken from the row totals of Table 5A and 5B including the number of children whose locations were verified with educational assessment data.

Concentration of migrant children sufficient to warrant prediction of sufficient numbers for school purposes (25) fell in five areas: Sturgeon Bay - 93, Wautoma - 52, Montello - 50, Belgium - 32, and Hartford - 27.

ON CHILDREN-IN-CREW FORMS, RELATED TO LOCATION VERIFICATION
AND RETURN OF EDUCATIONAL ASSESSMENT FORM,
FOR WISCONSIN: 1960

EXPECTED AREA OF DESTINATION	TOTAL	LOCATION VERIFIED			
		EDUCATIONAL ASSESSMENT FORM RETURNED		EDUCATIONAL ASSESSMENT FORM NOT RETURNED	EDUCATIONAL ASSESSMENT FORM NOT SENT
		COMPLETED AND/OR PARTIALLY COMPLETED	NO INFORMATION		
Almond	-	-	-	-	-
Bailey Harbor	-	-	-	-	-
Belgium	32	8	1	11	12
Berlin	19	5	1	5	8
Cambria	20	2	-	1	17
Carruthersville	-	-	-	-	-
Chilton	-	-	-	-	-
Cleveland	-	-	-	-	-
Clyman	13	-	-	-	13
Coloma	-	-	-	-	-
Columbus	4	2	-	-	2
Ellison Bay	-	-	-	-	-
Endeavor	11	6	-	5	-
Freedom	-	-	-	-	-
Green Bay[3]	28	-	-	4	24
Hartford	27	-	-	-	27
Hilbert	8	-	-	8	-
Hillsbrough	-	-	-	-	-
Jefferson	8	8	-	-	-
Kenosha	1	1	-	-	-
Lake Mills	14	7	4	3	-
Lima	-	-	-	-	-
Manitowoc	4	-	-	-	4
Markesan	1	-	-	-	1
Milwaukee	4	-	-	4	-
Montello	50	32	3	13	2
Neshkoro	-	-	-	-	-
Oakfield	-	-	-	-	-
Oconto	4	2	-	2	-
Palmyra	-	-	-	-	-
Portage	10	3	-	7	-
Princeton	1	1	-	-	-
Randolph	4	-	-	-	4

TABLE 5A (CONTINUED)

EXPECTED AREA OF DESTINATION	TOTAL	LOCATION VERIFIED			
		EDUCATIONAL ASSESSMENT FORM RETURNED		EDUCATIONAL ASSESSMENT FORM NOT RETURNED	EDUCATIONAL ASSESSMENT FORM NOT SENT
		COMPLETED AND/OR PARTIALLY COMPLETED	NO INFORMATION		
Randon Lake	-	-	-	-	-
Red Granite	15	3	-	12	-
Rice Lake	-	-	-	-	-
Shiocton	3	-	-	3	-
Sister Bay	13	6	5	2	-
Sturgeon Bay	77	30	12(2)	35	-
Union Grove	23	17	-	6	-
Waterloo	-	-	-	-	-
Wautoma[3]	52	15	7(4)	25	5
Whitesater	11	7	-	4	-
Wild Rose	-	-	-	-	-
Winneconne	18	4	2	12	-
Various Growers Sturgeon Bay	16	1	1	14	-
Various Growers	-	-	-	-	-
Cherry Harvest	-	-	-	-	-
TOTAL	491	160	36	176	119
PERCENT	66.1	21.5	4.8	23.7	16.0

Footnote: 1,2,3,and 4 - See Table 5B

TABLE 38

EXPECTED AREA OF DESTINATION OF SEASONAL AGRICULTURAL MIGRANT CHILDREN(1) ON CHILDREN-IN-CREW FORMS, RELATED TO LOCATION VERIFICATION AND RETURN OF EDUCATIONAL ASSESSMENT FORM, FOR WISCONSIN: 1960

EXPECTED AREA OF DESTINATION	TOTAL	LOCATION NOT VERIFIED				TOTAL
		EDUCATIONAL ASSESSMENT FORM RETURNED		EDUCATIONAL ASSESSMENT FORM NOT RETURNED	EDUCATIONAL ASSESSMENT FORM NOT SENT	
		COMPLETED AND/OR PARTIALLY COMPLETED	NO INFORMATION			
Almond	-	-	-	-	-	-
Bailey Harbor	-	-	-	-	-	-
Belgium	3	-	-	1	2	35
Berlin	3	-	-	-	3	22
Cambria	2	-	-	-	2	22
Carruthersville	-	-	-	-	-	-
Chilton	8	2	-	6	-	8
Cleveland	4	-	-	4	-	4
Clyman	3	1	-	-	2	16
Coloma	-	-	-	-	-	-
Columbus	5	-	-	5	-	9
Ellison Bay	2	-	-	-	2	2
Endeavor	2	-	-	-	2	13
Freedom	-	-	-	-	-	-
Green Bay[3]	19	2	-	17	-	47
Hartford	-	-	-	-	-	27
Hilbert	-	-	-	-	-	8
Hillsbrough	-	-	-	-	-	-
Jefferson	-	-	-	-	-	8
Kenosha	1	-	1	-	-	2
Lake Mills	-	-	-	-	-	14
Lima	-	-	-	-	-	-
Manitowoc	-	-	-	-	-	4
Markesan	-	-	-	-	-	1
Milwaukee	5	5	-	-	-	9
Montello	3	3	-	-	-	53
Neshkoro	8	-	-	5	3	8
Oakfield	1	1	-	-	-	1
Oconto	12	7	-	5	-	16
Palmyra	-	-	-	-	-	-
Portage	-	-	-	-	-	10
Princeton	-	-	-	-	-	1
Randolph	-	-	-	-	-	4

TABLE 5B (CONTINUED)

EXPECTED AREA OF DESTINATION	TOTAL	LOCATION NOT VERIFIED				TOTAL
		EDUCATIONAL ASSESSMENT FORM RETURNED		EDUCATIONAL ASSESSMENT FORM NOT RETURNED	EDUCATIONAL ASSESSMENT FORM NOT SENT	
		COMPLETED AND/OR PARTIALLY COMPLETED	NO INFORMATION			
Randon Lake	-	-	-	-	-	-
Red Granite	-	-	-	-	-	15
Rice Lake	-	-	-	-	-	-
Shiocton	3	-	-	3	-	6
Sister Bay	6	2	-	4	-	19
Sturgeon Bay	71	34	9	28	-	148
Union Grove	1	-	-	1	-	24
Waterloo	-	-	-	-	-	-
Wautoma	60	17	5	33	5	112
Whitewater	1	-	-	1	-	12
Wild Rose	-	-	-	-	-	-
Winneconne	1	-	-	1	-	19
Various Growers Sturgeon Bay	15	6	-	9	-	31
Various Growers	5	-	-	5	-	5
Cherry Harvest	8	-	-	8	-	8
TOTAL	252	80	15	136	21	743
PERCENT	33.9	10.8	2.0	18.3	2.8	100.0

Source: Tally of individual cards of migrant children compiled from E.S. 369's, Children-in-crew forms, and actual field verification of the arrival of migrant children.

Footnote:

[1]Children include generally those persons listed on the Children-in-crew form under 16 years of age, but not those under 6 years of age and not in school. Total count includes thirty-four (34) children listed on Children-in-crew forms as 16 and 17 years of age.

[2]Includes eight (8) Educational Assessment forms which were returned from Texas by mail marked "unclaimed": five (5) from San Antonio, three (3) from Corpus Christi.

[3]Wautoma and Red Granite are centers for pickle companies which hire a large number of seasonal migrant workers through both the State Employment Service and their own labor recruiters. The workers are then allocated to local growers who have been contracted to grow and sell cucumbers to the pickle companies. The migrant workers and their children are therefore scattered out to farms around and in Waushara County, but not necessarily within the city limits of Wautoma and Red Granite. The same applies to the Green Bay Food Company in Green Bay.

[4]Includes three (3) children for whom Educational Assessment forms were returned from Texas marked "unclaimed". They were returned from Brownsville, Texas.

III

ANALYSIS OF EDUCATIONAL ASSESSMENT DATA

The previous chapter of this report was concerned primarily with the temporal and spatial patterns of the movement of seasonal agricultural migrant children into Wisconsin. Now let us turn to the Educational Assessment forms (See Appendix C) to see what kind of information was obtained on those children who were predicted to arrive in Wisconsin.

Preliminary Statement

According to the Wisconsin State Employment Service's E.S. 369 forms, 1,528 children were scheduled to enter Wisconsin. As a reminder, this number does not represent the entire number of children entering the state, but only those children whose parents or crew leaders on forms designed by the project for this purpose (See Appendix B). This registration was made through the Texas Employment Commission, and the Children-in-crew forms were then forwarded to the project through the Wisconsin State Employment Service. The discrepancy between 1,528 and 743 is the result primarily of two factors: (1) the project did not ask for the names of children not of school age and (2) some crew leaders were reluctant to list the names of children traveling with their group. An analysis of the Educational Assessment forms related to the verification of the location of migrant children is found in the previous section with reference to Table 5A and 5B (Expected Area of Destination of Seasonal Agricultural Migrant Children on Children-in-crew forms, Related to Location Verification and Return of Educational Assessment forms, for Wisconsin: 1960).

Of the 743 children whose names reached the project, Educational Assessment forms or Y-59's were sent to the home school for 603 children. One hundred forty forms were not sent out by the project for several reasons. One hundred thirty-four forms were not sent out because the Children-in-crew forms arrived to the project too late. Previous experience had shown that forms arriving in Texas after the close of school had little chance of completion. Records and teachers were not easily available during summer vacation. Two forms were not sent because the children had just arrived from Mexico. In the other four cases, a Wisconsin town was named as the home school location.

Completeness of Returned Y-59 Forms

The total number of Y-59's actually returned from Texas schools and suitable for the following analysis equals 280, or 46.4 percent of the total number of forms mailed out. The first step of our analysis is concerned with the completeness of the Educational Assessment forms. The age distribution of the children and the amount of information contained on the Y-59's are shown in Table 6.

Complete Forms Of the total of 280 returned Educational Assessment forms (Y-59's), 106 or 37.9 percent are considered to be complete. By complete is meant that the form contained the following information:

1. the child's age

2. the child's current grade placement

3. the score from a standard achievement test administered during the 1959-60 school year.

To be considered complete, a form did not have to be checked in the sections rating ability to speak Spanish, ability to speak English, and general health. Since the ratings depended on the individual teacher's definition of poor, fair, good, and excellent, it was felt that these ratings were too qualitative and less comparable to one another than the more quantitative scores from achievement tests. It is understood, however, that scores from different achievement tests are not completely comparable. However, most of the complete forms did contain evaluations concerning these matters. For example, only nine of the 106 complete forms did not have an evaluation for ability to speak English.

TABLE 6

AGE DISTRIBUTION OF SEASONAL AGRICULTURAL MIGRANT CHILDREN*
RELATED TO COMPLETENESS OF Y-59'S,
FOR WISCONSIN: 1960

AGE	TOTAL	COMPLETENESS OF Y-59'S		
		COMPLETE	PARTIALLY COMPLETE	NO INFORMATION
6	7	0	6	1
7	28	2	21	5
8	35	8	24	3
9	24	12	11	1
10	37	23	11	3
11	22	10	9	3
12	31	17	10	4
13	18	7	10	1
14	37	17	10	10
15	27	7	16	4
16	10	2	4	4
17	4	1	2	1
TOTAL	280	106	134	40
PERCENT	100.0	37.85	47.85	14.28

*Refers to those children for whom Educational Assessment forms were returned.

Partially Complete Forms One-hundred thirty four (134) or 47.9 percent of the 280 returned Y-59 forms are partially complete. Of these 134 forms, 18 are incomplete only in that they do not contain the current grade placement or in that the achievement or reading test was not administered during the 1959-60 school year. A few of these 18 forms also had test scores which were unable to be interpreted exactly. The other 116 partially complete forms vary in amount of information which they contain from forms which have only the father's name and current grade placement or a few careless check marks to forms which list subject grades, attendance records, and health and family background.

Incomplete Forms There were 40 or 14.3 percent of the 280 Educational Assessment forms returned to the project with no usable information concerning the children in question. These forms fall roughly into seven groups:

1. 3 forms indicated only that records were not available;

2. 6 forms did not contain sufficient information from the project for the school to know which child was meant;

3. 6 forms had no information whatever on them except for one which had "none" for the current grade placement of a 16-year old girl;

4. 8 forms had apparently been sent to the wrong school;

5. 3 forms say "did not attend school," or, "not enrolled this year," implying that perhaps the child had been enrolled previously;

6. 3 forms say "no record available on this child," and;

7. 11 forms arrived after schools had closed for the summer and records were not available.

The fact that a good number of the Y-59's arrived in Texas after the schools had closed for the summer may mean that many of the forms were returned to the project partially complete would have been complete if the schools had been open and records more easily available. It may also mean that a larger percentage of the forms mailed out would have been returned with some information. As it is only 21.5 percent of the total number of children had partially or fully completed Y-59's returned for them. In terms of those whose location were verified, 32.6 percent of the children whose arrival in the predicted area was verified had partially or fully completed Y-59's returned to the project (Table 5A and 5B).

Health Condition of Migrant Children

An evaluation of health was obtained from 207 of the 280 returned Educational Assessment forms for the migrant children. A breakdown of the data are found in Tables 7 and 8.

Limitations of Data

1. The general health rating of poor, fair, good, or excellent was based mostly on the teacher's judgment. The ratings, therefore, are not completely comparable because different teachers will have different definitions of the above terms. In some cases the ratings are based on an examination by the school physician.

2. Poor clothing and unkempt appearance may influence a teacher to rate a child lower in health than he actually deserves.

3. The small size of non-random sample, especially in the lowest and highest age groups.

Implications of Data 31.4% of the total of 280 children were rated as in poor or fair health. If we consider only the 207 children whose forms contained health evaluations, the percentage rises to 42.5%. Similarly, 51.7% of the 207 children with health evaluations were rated as in good health. 5.8% of the 207 children were rated as being in excellent health. Thus, almost half of the children on whom we had health evaluations were in the poor or fair health categories. In spite of the limitations in the method of rating, such a high percentage in the poor and fair categories implies that a large portion of the migrant children in the sample are not in good health. This implication was further borne out by comments on the Y-59's such as the following: "Was a very sick child - had pneumonia - followed by measles - bad cold." "Has heart trouble." "Children poorly fed . . " "Examined by school physician - found to have heart murmur." "Had habit of sleeping at school on account of night babysitting duty - showed evidence of poor care, lack of proper rest and nourishment ..." "Had head lice." "Medical attention needed for: Cervical glands (sic) Tonsils and Adenoids".

TABLE 7

HEALTH CONDITION OF SEASONAL AGRICULTURAL MIGRANT CHILDREN*, BY AGE, FOR WISCONSIN: 1960

AGE	TOTAL	CONDITION OF HEALTH				
		Excellent	Good	Fair	Poor	Unknown
6	7	1	-	3	-	3
7	28	1	11	7	2	7
8	35	1	15	10	2	7
9	24	2	9	4	2	7
10	37	1	16	10	-	10
11	22	1	8	3	2	8
12	31	2	15	8	1	5
13	18	-	9	6	2	1
14	37	1	6	16	1	13
15	27	1	14	6	-	6
16	10	1	1	3	-	5
17	4	-	3	-	-	1
TOTAL	280	12	107	76	12	73

*Refers to those children for whom Educational Assessment forms were returned

TABLE 8

PERCENT DISTRIBUTION OF THE AGE OF SEASONAL AGRICULTURAL MIGRANT CHILDREN*, BY CONDITION OF HEALTH, FOR WISCONSIN: 1960

AGE	TOTAL	CONDITION OF HEALTH				
		Excellent	Good	Fair	Poor	Unknown
6	100.0	14.0	-	43.0	-	43.0
7	100.0	3.6	39.3	25.0	7.1	25.0
8	100.0	2.9	42.9	28.5	5.7	20.0
9	100.0	8.3	37.5	16.7	8.3	29.2
10	100.0	3.0	43.0	27.0	-	27.0
11	100.0	4.5	36.4	13.6	9.1	36.4
12	100.0	6.5	48.4	25.8	3.2	16.1
13	100.0	-	50.0	33.3	11.1	5.6
14	100.0	2.7	16.2	42.2	2.7	35.1
15	100.0	4.0	5.2	22.0	-	22.0
16	100.0	10.0	10.0	30.0	-	50.0
17	100.0	-	75.0	-	-	25.0
TOTALS	100.0	4.3	38.2	27.1	4.3	26.1

*Refers to those children for whom Educational Assessment forms were returned.

Ability to Speak English by Age

Over 80 percent (227) of the 280 returned Educational Assessment forms contained evaluations of the child's ability to speak English. The data are shown in Tables 9 and 10.

Limitations of Data

1. The categories in which a child can be ranked are none, poor, fair, good and excellent. As in the previous table, the ratings depend on the individual teacher's definition of the above terms.

2. The criteria against which the children are evaluated is not defined. For example, are they being compared with standards set up for people whose native tongue is English or do the ratings take into consideration that the child's native language is Spanish?

3. The size of the sample is small, especially in the lowest and highest age groups.

Implications of Data Of the total of 280 cases, 191 or 68.2% speak poor or fair English (Table 9). If one considers only the 227 cases which were evaluated as to English, the percentage which speak poor or fair English is 84.1% (Table 10). There seems to be no consistent pattern of ability to speak English in relationship to age. For example, one might expect that the English of the older children would show an improvement over that of the younger children, since, under normal circumstances, they would have had more exposure to the English Language. However, there seems to be no consistent pattern in these data. Table 10, which shows the same data in terms of percentages for each age group, does bring out the fact that the 6, 7, and 8-year-old age groups have the largest percentage of cases speaking poor English. However,

there is no substantial increase in the percentage of older children speaking good English over the percentage of younger children speaking good English. Furthermore, the number of cases in these upper and lower age groups are so small that any conclusions would probably be extremely unreliable.

TABLE 9
ABILITY TO SPEAK ENGLISH OF SEASONAL AGRICULTURAL MIGRANT CHILDREN*, BY AGE, FOR WISCONSIN: 1960

AGE	TOTAL	ABILITY TO SPEAK ENGLISH					
		Excellent	Good	Fair	Poor	None	Unknown
6	7	-	-	3	3	-	1
7	28	-	3	5	14	-	6
8	35	-	2	11	18	1	3
9	24	-	3	8	7	1	5
10	37	-	3	20	8	-	6
11	22	-	1	8	7	-	6
12	31	1	7	13	5	-	5
13	18	-	2	11	4	-	1
14	37	-	5	13	8	-	11
15	27	-	5	13	5	-	27
16	10	-	2	2	2	-	4
17	4	-	-	2	1	-	4
TOTALS	280	1	33	109	82	2	53

*Refers to those children for whom Educational Assessment forms were returned.

TABLE 10
PERCENT DISTRIBUTION OF THE AGE OF SEASONAL AGRICULTURAL MIGRANT CHILDREN*, BY ABILITY TO SPEAK ENGLISH, FOR WISCONSIN: 1960

AGE	TOTAL	ABILITY TO SPEAK ENGLISH					
		Excellent	Good	Fair	Poor	None	Unknown
6	100.0	-	-	42.8	42.8	-	14.4
7	100.0	-	11.0	18.0	50.0	-	21.0
8	100.0	-	6.0	31.0	51.0	3.0	9.0
9	100.0	-	12.5	33.3	29.2	4.2	20.8
10	100.0	-	8.0	54.0	22.0	-	16.0
11	100.0	-	4.6	36.3	31.8	-	27.3
12	100.0	3.2	22.6	42.0	16.1	-	16.1
13	100.0	-	11.1	61.1	22.2	-	5.6
14	100.0	-	13.5	35.1	21.6	-	29.7
15	100.0	-	18.5	48.2	18.5	-	14.8
16	100.0	-	20.0	20.0	20.0	-	40.0
17	100.0	-	-	50.0	25.0	-	25.0
TOTAL	100.0	.4	11.8	38.9	29.3	.7	18.9

*Refers to those children for whom Educational Assessment forms were returned.

English Speaking Ability Compared with Achievement Test Score in Each Age-Grade Group

Tables 9 and 10 show a wide range of ability to speak English among migrant children, although the majority of the cases belong to the poor and fair categories. It was hypothesized that the children speaking good or excellent English would have higher achievement test scores than their classmates in the same grade and of the same age who spoke only poor or fair English. Consequently, a table was compiled for the purpose of comparing English speaking ability with achievement test scores in each age-grade group. The table (Appendix E) is based on only ninety-seven returned Educational Assessment forms, each of which contained the child's age, his current grade placement, an evaluation of his ability to speak English, and the score from a reading or achievement test administered during the 1959-60 school year.

Limitation of Data (1) The size of the sample is small and the number of cases is insufficient to establish reliability of findings; (2) Since many different achievement and reading tests were used, the scores for any two children would not be directly comparable unless they had happened to take the same test. Scores on different tests are not completely comparable; (3) Different definitions of the terms were used to evaluate English speaking ability; and (4) There are no standard criteria of ability to speak English against which the child's performance could be measured.

Implications of Data The original hypothesis behind Appendix E was that on any age-grade level, those children with the lowest achievement test scores would speak the poorest English while those with higher test scores would speak better English than their low-scoring age-grade companions. This pattern did not appear. The vast majority of the cases (88.65 percent) fell into the poor and fair categories in ability to speak English regardless of achievement test score. Some slight trace of a pattern did appear in fact that the eleven children who received good ratings in English included the only four children who are placed at or above normal age-grade level and achieving at the normal grade level. Two of the children speaking good English are a seven and an eight-year old in first grade. The retardation in these cases may represent late first entry into school rather than progressive falling behind.

Greene reports that the tendency to late entry is especially characteristic of the Spanish-American group.[7] The other five children who speak good English are all behind in normal grade placement for their age. Some of them are achieving at the level of the grade in which they are placed. Others made scores both below their grade placement level and below the scores of grade-mates who do not speak as good English. Since this last group is almost half of the children speaking good English, there is actually very little pattern whatsoever in the Appendix E. Even if there were a more consistent pattern, the small sample, the different achievement tests used, and different definitions of the terms used in rating English would make any valid conclusions almost impossible on the basis of this data. The lack of conclusive data in this study, however, should by no means be allowed to minimize the importance of language as a major factor in the educational retardation of migrant children.

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[7]Greene, Shirley E., The Education of Migrant Children, National Council on Agricultural Life and Labor, 1954, p. 78.

Logical reasoning and the experiences of many people who have taught or worked with migrant children would both indicate that the language barrier does indeed play a major role in preventing the migrant child from achieving according to his true ability.

Actual Grade Placement of Migrant Children by Age

Seventy-five percent (211) of the 280 Educational Assessment forms returned to the project contained both the child's age and his current grade placement. Table 11 shows the distribution of the children throughout the grades in comparison with their age. In a few cases, "primer" or "pre-primer" was given rather than a numerical grade placement. In recording these cases, primer was considered to be first grade level and pre-primer was considered as beginners level. A few forms were marked "1st-beginners" for current grade placement. These forms, as well as all others marked "beginners" were included in the beginner category.

Limitations of Data

1. There is a fairly small number of cases, especially in the upper and lower age groups.

2. Possible inaccuracies in the reporting of age, since the ages of the children were obtained from X-59 forms filled out by the parent or crew leader. From conversations in the field there seems to be a slight tendency to report the children as somewhat older than they actually are. Two possible reasons for this tendency are that a crew leader may not know the exact ages of all the children in a group; and second, that a child may be listed as being older in order to work.

Implications of Data This table shows the distribution of the sample population of migrant children throughout the grades by age. It is evident from looking at the table that there is some retardation. However, the extent of this retardation is seen more fully when one looks at Table 12. This table is constructed on the basis of the same 211 cases minus the three in special education.

TABLE 11
ACTUAL SCHOOL GRADE PLACEMENT OF SEASONAL AGRICULTURAL MIGRANT CHILDREN,*
BY AGE, FOR WISCONSIN: 1960

AGE	TOTAL	ACTUAL SCHOOL GRADE PLACEMENT												
		Unknown	Beginners	1	2	3	4	5	6	7	8	9	10	11	Spec. Educ.
6	7	3	1	3											
7	28	9	3	15	1										
8	35	5	7	14	8	1									
9	24	2		5	11	2	3								1
10	37	5		2	8	15	2	3	1						1
11	22	5	1		7	3	2	3							1
12	31	8				3	10	9	1						
13	18	4				1	2	3	6	2					
14	37	11				1	5	4	6	7	3				
15	27	11					1	1	1	7	5	1			
16	10	5							1	1	1	1		1	
17	4	1									1	2			
TOTALS	280	69	12	39	35	26	25	23	16	17	10	4	-	1	3

*Refers to the children for whom Educational Assessment forms were returned.

Placement of Migrant Children in Comparison with Normal Age-Grade Levels

Table 12 shows, according to age, the number of migrant children in the sample who are at the normal age-grade level, behind the normal age-grade level or above it. The table is based on the same 280 individuals as the preceding table, minus the three children in special education classes and the 69 children with unknown grade placement. Thus, a total of 208 children are included in this particular table. The following age-grade relationship which is typical for most children making normal progress through the grades is used as the basis for comparison.

AGE	GRADE	AGE	GRADE
5-6	1	12	7
7	2	13	8
8	3	14	9
9	4	15	10
10	5	16	11
11	6	17	12

Although Table 12 is but a rearrangement of the same data included in Table 11, it shows much more clearly the extent of retardation of children represented in the sample. In the first place, Table 12 shows that the amount of retardation, in general, tends to increase as the children become older. The most striking evidence of this tendency is that there is only one child above the age of ten in the sample who is at the normal age-grade level. In all other age groups above the age of 10 there is 100% retardation. In the second place, it is readily apparent from the bottom row of the table that only 6.3% of the sample population are at or above the normal age-grade level. This means that 93.7% of the children are one to six years retarded in grade placement, 78.3% of the children falling in the categories of one to three years behind normal age-grade level, (Table 13). Shirley Greene in his study found that 65.6% of his sample of migrant children were over-age for their grade placement.[8] The greater percentage of retardation found by this study may be the result of the small sample (208 children as compared to 1676 children in Greene's sample). Also some selective factor may be operating, such as the fact that most of the present sample are Texas-Mexicans from South Texas. Another possible reason for the extremely large percentage of over-age children in this study is that a few children may have been wrongly counted retarded because their birth date was not available. For example, the age of most children in the fourth grade is nine. However, children with birthdays falling in the spring would normally be ten by the end of their fourth year in school and not considered retarded. Since birth dates were given for only a very few children, it was felt that the best procedure was to count all children retarded if their age did not correspond exactly with the normal age for the grade placement. This procedure, however, would affect only a few cases and could not account for more than a small amount of the difference between Greene's findings and the findings of this study.

Neither Table 12 nor the comparable one in Greene's study show retardation simply as a matter of falling progressively behind because of retention, but they show rather the number of pupils who are over-age for their grade placement, which would include pupils who are behind because of late entry in school.

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[8]Op.Cit 7, p. 79.

TABLE 12

RELATIVE DEVIATION OF ACTUAL SCHOOL GRADE PLACEMENT
OF SEASONAL AGRICULTURAL MIGRANT CHILDREN*
ENTERING WISCONSIN FROM NORMAL AGE-GRADE LEVEL,
BY AGE: 1960

AGE	TOTAL	RELATIVE DEVIATION OF ACTUAL SCHOOL GRADE PLACEMENT FROM NORMAL AGE-GRADE							
		1 Year Ahead	At Age Grade Level	1 Year Behind	2 Years Behind	3 Years Behind	4 Years Behind	5 Years Behind	6 Years Behind
6	4		3	1					
7	19		1	15	3				
8	30		1	8	14	7			
9	21		3	2	11	5			
10	31	1	3	2	15	8	2		
11	16			3	2	3	7		1
12	23			1	9	10	3		
13	14			2	6	3	2	1	
14	26			3	7	6	4	5	1
15	16			1	5	7	1	1	1
16	5		1		1	1	1	1	
17	3					2	1		
TOTALS	208	1	12	38	73	52	21	8	3

*Refers to those children for whom Educational Assessment forms were returned.

TABLE 13

PERCENT DISTRIBUTION OF THE RELATIVE DEVIATION
OF THE ACTUAL SCHOOL GRADE PLACEMENT
OF SEASONAL AGRICULTURAL MIGRANT CHILDREN
FROM NORMAL AGE-GRADE LEVEL
BY AGE, FOR WISCONSIN: 1960

AGE	TOTAL	RELATIVE DEVIATION OF ACTUAL SCHOOL GRADE PLACEMENT FROM NORMAL AGE-GRADE							
		1 Year Ahead	At Age Grade Level	1 Year Behind	2 Years Behind	3 Years Behind	4 Years Behind	5 Years Behind	6 Years Behind
6	100.0	-	75.0	25.0	-	-	-	-	-
7	100.0	-	5.2	79.0	15.8	-	-	-	-
8	100.0	-	26.7	3.3	46.7	23.3	-	-	-
9	100.0	-	14.3	9.5	52.4	23.8	-	-	-
10	100.0	3.2	9.5	6.5	48.3	25.8	6.5	-	-
11	100.0	-	-	18.8	12.5	18.8	43.8	-	6.3
12	100.0	-	-	4.4	39.1	43.5	13.0	-	-
13	100.0	-	-	14.3	42.9	21.4	14.3	7.1	-
14	100.0	-	-	11.5	26.9	23.1	15.4	19.2	3.9
15	100.0	-	-	6.2	31.2	44.0	6.2	6.2	6.2
16	100.0	-	20.0	-	20.0	20.0	20.0	20.0	-
17	100.0	-	-	-	-	-	-	-	-
TOTAL		.5	5.8	18.2	35.1	25.0	10.1	3.8	1.5

*Refers to those children for whom Educational Assessment forms were returned.

Other studies show a variation in degree of retardation found among migrant children. Greene[9] gives a summary of comparative data from other investigations which is quoted below.

Comparative Data From Other Studies

"Johnson, studying sugar beet workers in 1935, found 51.4 percent of 1382 children, age 8-15, to be retarded by the age-grade status standard. She found retardation to be cumulative with each added year of age, the range begin from 32% retardation among 8-year-olds to 72% for the 15-year-old group. She also reported a tendency to promote migrants despite their failure to satisfactorily complete the work of a given grade.

"Roskelly and Clark found high rates of retardation among Spanish-American migrant children in Colorado. Their sample among Arkansas Valley sugar beet workers shows age-grade retardation rates ranging from 63% for seven-year-olds to 100% of the 13-year age group. In the Platte Valley, the range was from 54% at the seven-year-old age level to 92% at the 13-year level. Retardation ranged from one to seven years.

"In Hidalgo County, Texas, Warburton, Wood and Crane in 1941 found 670 children or 89.7% of their sample over-age for their grade. These children were from six to 17 years of age inclusive. Above the tenth birthday, retardation appeared in from 95% to 99% of the cases, with the median extent of retardation ranging between three to four years.

"Johnston's study of 157 Spanish-American migrants in Michigan in 1943 revealed that 56% of the children of school age are retarded and that one child out of three is retarded three years or more. The percentage of retardation rises rapidly after the age of nine and comprises 87% of the 15-year-old group.

"A study made in the San Joaquin Valley for the California Governor's Commission reported that 246 children of school age average slightly more than one year over-age for grade. Achievement tests in reading and arithmetic, available for 35% of the sample, showed that three-fourths of these children were placed in grades above those which their achievement level would normally warrant.

"The Thomas and Taylor study in Colorado in 1950 arbitrarily raised the norm by one year in their age-grade status chart. Thus seven and eight years were considered normal for the first grade; eight and nine for the second and so on. Even so, they found 82% of their sample over-age. As usual, rates of retardation advanced with the age of the group until all but four out of the 229 children, 11 years of age and over, were retarded three or more years."

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[9] Op Cit 7, pp. 82 and 83.

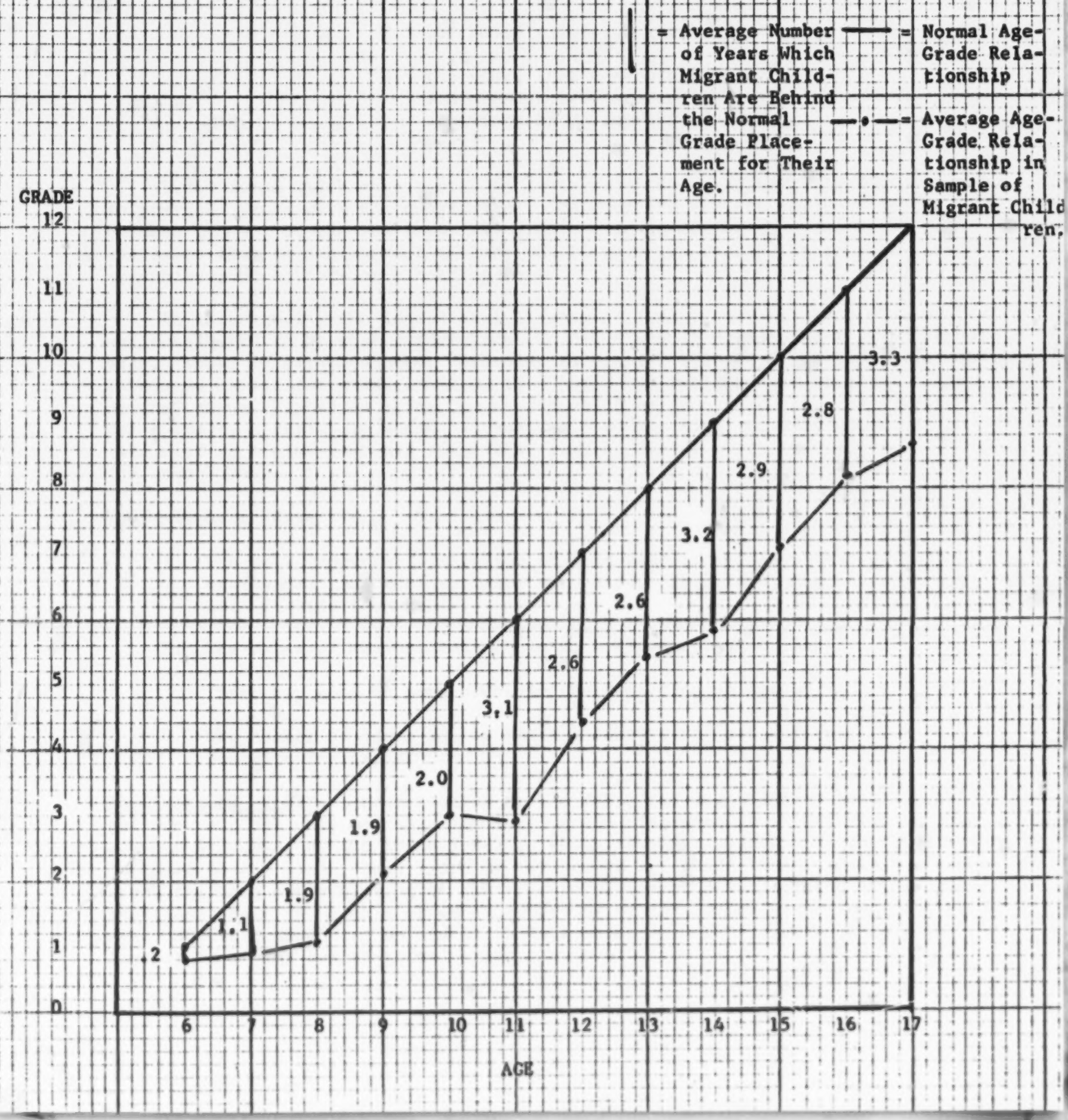
Average Amount Of Schooling Obtained By Each Migrant Age Group In Comparison With The Normal Age-Grade Relationship

Viewing the data on the same 208 migrant children included in Tables 12 and 13 from a slightly different aspect, Figure 1 shows the average grade placement and the average amount of retardation in each age group of the sample. The solid line, showing the normal age-grade relationship is used as a referent; and the vertical distance between the solid and broken lines represents the average amount of retardation in each age group. The averages were arrived at by totaling the number of years of school attended by the individuals in each age group and then dividing by the number of individuals in that group. Those children in beginners classes were counted as individuals in the age group, but they were not given credit for having completed any schooling. The answer obtained from this computation represents the average grade obtained by the age group. The amount of retardation was then determined by subtracting the average grade from the normal grade placement for that age. The results of this procedure are pictured graphically in Figure 1. Inspection of the graph showing each age group as an average leads one to much the same conclusions as did the preceding table showing the placement of each migrant child in respect to the normal age-grade level; first, the average migrant child in the sample is from one to three years behind the expected grade placement for his age; second, there is a general tendency for retardation to increase with age. However, the graph also shows that the greatest amount of retardation occurs in the early elementary grades, since the average child is 3.1 years retarded at the age of 11. This is only .2 years less than the maximum retardation of 3.3 years which occurs at age 17. Thus it seems to be the case in this sample that the average migrant child is as far behind in his schooling by the age of 11 as he will be in his later school years.

The more rapid rate of retardation in the early grades may be peculiar to this sample, although it is also a logical expectation since there is evidence showing both a tendency toward late entry among migrant children and a lack of ability to speak and understand English when the child does enter school. Perhaps it is not inferring too much from limited data to suggest that such a pattern implies the need for an especially strong curriculum in language skills and a campaign aimed at getting the parents to realize the importance of enrolling their children at the proper age.

FIGURE 1

AVERAGE AMOUNT OF SCHOOLING OBTAINED BY EACH MIGRANT AGE GROUP IN COMPARISON WITH THE NORMAL AGE-GRADE RELATIONSHIP



Actual Grade Placement in Comparison with Achievement Test Score by Age

Table 14 is based on the 280 forms returned. However, only the 106 complete forms contain pertinent data. The other forms are placed in the unknown categories. The 106 complete forms contain the following information.

1. the child's age
2. the child's current grade placement
3. the score from a reputable general achievement test or reading test administered during 1959-60 school year

Those forms which gave scores on achievement and reading tests administered in previous years were not considered to be complete and are included in the unknown group. Of the 106 forms which were used in making this table, 93 gave the score from an achievement battery and 13 gave the reading score from either an achievement battery or a reading test.

In interpreting the Educational Assessment forms, current grade placement was considered to be that grade which the child was in during the 1959-60 school year. Thus, if a form stated, "promoted to 6th for 1960-61," the child was tabulated as a fifth grader. Also, if a child had a birthday during the summer months, he was listed as being the age at which he completed the school year. For example, a child who became 10 years old on the first of July would be tabulated as a nine-year-old since that was the age at which he completed the school year.

Limitations of Data

1. The most important limitation of this data is the fact that different achievement and reading tests were used. Therefore, the scores are not directly comparable.
2. The error of measurement within an achievement test itself.
3. There may also be some error in the reporting of age.
4. The number of cases is too small to show clear and reliable distribution patterns.

Implications of Data From looking at the Table 14, one realizes that migrant children are not only over-age for their grade placement, but that most of them are not achieving at the grade level in which they are placed. Of the 106 cases included in the table, only 7 are at the normal age-grade level. Only 3 of these seven children are achieving at their grade placement level. There is also one additional case in which a child is achieving at the normal grade level for his age. However, depending on his birth date which is not available, he may or may not be a year behind normal grade placement.

TABLE 14

ACTUAL SCHOOL GRADE PLACEMENT BY GRADE LEVEL OF TEST SCORE
OF SEASONAL AGRICULTURAL MIGRANT CHILDREN, BY AGE,
FOR WISCONSIN: 1960

ACTUAL GRADE PLACEMENT	GRADE LEVEL OF TEST SCORES 1	2	3	4	5	6	7	8	9	10	11	Unknown	Total
Beginning												1	1
1												3	3
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
Unknown Spec. Educ.												3	3
SUB-TOTAL												7	7

Age 6 Years

ACTUAL GRADE PLACEMENT	GRADE LEVEL OF TEST SCORES 1	2	3	4	5	6	7	8	9	10	11	Unknown	Total
Beginning												2	2
1												14	16
2	2											1	1
3													
4													
5													
6													
7													
8													
9													
10													
11													
Unknown Spec. Educ.												9	9
SUB-TOTAL	2											26	28

Age 7 Years

ACTUAL GRADE PLACEMENT	GRADE LEVEL OF TEST SCORES 1	2	3	4	5	6	7	8	9	10	11	Unknown	Total
Beginning												7	7
1	3	1										10	14
2	2	2										4	8
3												1	1
4													
5													
6													
7													
8													
9													
10													
11													
Unknown Spec. Education												5	5
SUB-TOTAL	5	3										27	35

Age 8 Years

ACTUAL GRADE PLACEMENT	GRADE LEVEL OF TEST SCORES 1	2	3	4	5	6	7	8	9	10	11	Unknown	Total
Beginning													
1	1											4	5
2	2	4	1									4	11
3		1										1	2
4		2		1									3
5													
6													
7													
8													
9													
10													
11													
Unknown Spec. Education				1								1	2
												1	1
SUB-TOTAL	3	7	1	2								11	24

Age 9 Years

TABLE 14
(CONTINUED)

ACTUAL GRADE PLACEMENT	GRADE LEVEL OF TEST SCORES 1	2	3	4	5	6	7	8	9	10	11	Unknown	Total
Beginning													
1		1										1	2
2	2	3										3	8
3		6	4	1								4.	15
4			1	1									2
5			2		1								3
6					1								1
7													
8													
9													
10													
11													
Unknown		1										4	5
Spec. Educ.												1	1
SUB-TOTAL	2	11	7	2	2							13	37

Age 10 Years

GRADE LEVEL OF TEST SCORES 1	2	3	4	5	6	7	8	9	10	11	Unknown	Total
											1	1
3											4	7
1	1	1										3
	1										1	2
	2	1										3
											5	5
											1	1
4	4	2									12	22

Age 11 Years

ACTUAL GRADE PLACEMENT	GRADE LEVEL OF TEST SCORES 1	2	3	4	5	6	7	8	9	10	11	Unknown	Total
Beginning													
1													
2													
3		1	2										3
4		1	4	1	1							3	10
5			3	2	1							3	9
6			1										1
7													
8													
9													
10													
11													
Unknown		2										6	8
Spec. Education													
SUB-TOTAL		4	10	3	2							12	31

Age 12 Years

GRADE LEVEL OF TEST SCORES 1	2	3	4	5	6	7	8	9	10	11	Unknown	Total
											1	1
											2	2
		2									1	3
			1		2	1					2	6
					1						1	2
			1								3	4
		2	2		3	1					10	18

Age 13 Years

TABLE 14
(CONTINUED)

ACTUAL GRADE PLACEMENT	GRADE LEVEL OF TEST SCORES 1	2	3	4	5	6	7	8	9	10	11	Unknown	Total
Beginning													
1													
2													
3			1										1
4				4								1	5
5				3								1	4
6					2							4	6
7				2	2	1						2	7
8				1					1			1	3
9													
10													
11													
Unknown Spec. Educ.												12	12
SUB-TOTAL		1		10	4	1			1			21	38

Age 14 Years

GRADE LEVEL OF TEST SCORES 1	2	3	4	5	6	7	8	9	10	11	Unknown	Total
											1	1
				1								1
								1				1
				2	1						4	7
				1					1		3	5
											1	1
	1				1						9	11
	1			4	2			1	1		18	27

Age 15 Years

ACTUAL GRADE PLACEMENT	GRADE LEVEL OF TEST SCORES 1	2	3	4	5	6	7	8	9	10	11	Unknown	Total
Beginning													
1													
2													
3													
4													
5													
6												1	1
7				1									1
8												1	1
9					1								1
10													
11												1	1
Unknown Spec. Educ.							1					4	5
SUB-TOTAL				1	1		1					7	10

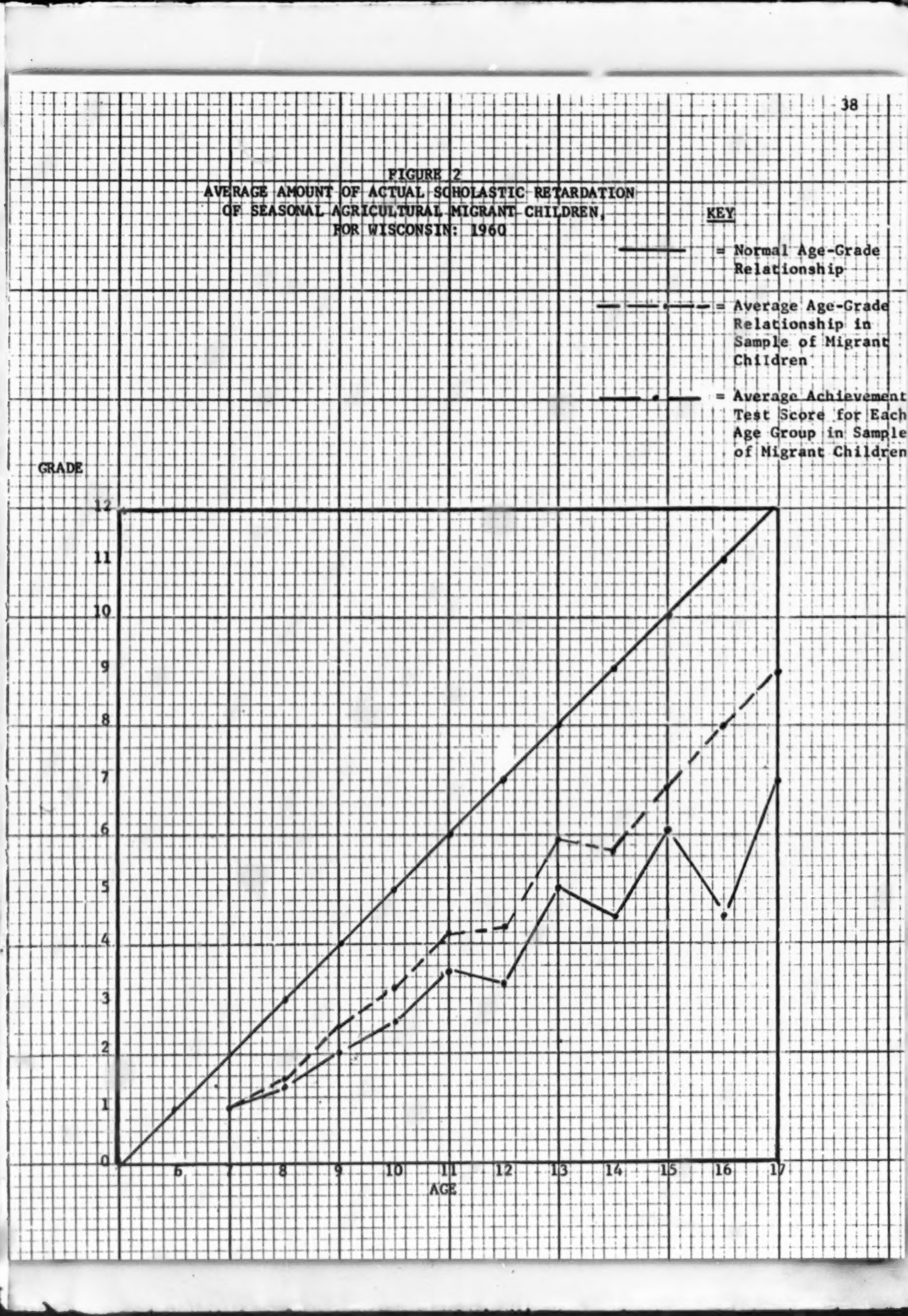
Age 16 Years

GRADE LEVEL OF TEST SCORES 1	2	3	4	5	6	7	8	9	10	11	Unknown	Total
											1	1
											1	2
											1	1
							1				3	4

Age 17 Years

Figure 2 perhaps shows the amount of actual scholastic retardation more clearly than numbers alone could do. By adding the number of grades attended by the children in each group and dividing by the number of children in that group, an average number of years of school attended was obtained for each age group. A similar procedure was followed to obtain an average achievement for each age group. The results are pictured in Figure 2 and show clearly that retardation among migrant children cannot be completely measured simply by counting the number of years a child is behind the normal grade placement for his age.

FIGURE 2
AVERAGE AMOUNT OF ACTUAL SCHOLASTIC RETARDATION OF SEASONAL AGRICULTURAL MIGRANT CHILDREN, FOR WISCONSIN: 1960



IV
GENERAL CONCLUSIONS AND IMPLICATIONS

1. In terms of the original hypothesis, the project verified the arrival of 66.1% of the children predicted to arrive at a specific place at a specific time. In gross numbers, this meant 491 of 743 children were verified. In terms of the estimated overall number of migrant children in Wisconsin, the verified number constitutes only about 22%. As was stated, however, the project only dealt with the approximately one-third of the migrant population which were processed through the Annual Worker Plan. If concerned employers who recruit farm labor outside the Annual Worker Plan were willing to cooperate, then the verified percentages held, approximately 55% of the total migrant child population might be accounted for through this prediction-verification procedure.

2. Concentrations of migrant children sufficient to warrant prediction of sufficient numbers for school purposes (25) fell in five areas: Sturgeon Bay - 93, Wautoma - 52, Montello - 50, Belgium - 32, and Hartford - 27. This would imply that five educational centers might be developed in Wisconsin with reasonable hope for success.

3. The problem of obtaining advanced information on the educational problems of specific migrant children must be considered unsolved, as only 21.5% of the total sample had partially or fully completed Educational Assessment forms returned for them. This number constituted 32.6% of those whose locations were verified. In other words, only one child in three of those verified would have an Educational Assessment form completed in part or wholly. It would be possible to make some normative guesses about the children based upon what evidence did come in on all Educational Assessment forms, but such guesses, of course, could be wholly wrong when applied to any specific child.

4. All of the data gathered could change if the process were replicated. The direction of the change is, of course, speculative. But familiarity with the problems encountered prompts the guess that replication would improve the totals, as crew leaders and school officials became more acquainted with the nature and intent of the project and its procedures. There seems to be little observed evidence that replication would decrease the cooperation, and therefore the success of the procedure.

5. The transfer of the project machinery to normal channels seems entirely feasible. School officials who wished to arrange special schooling opportunities for migrant children could become the recipients of the E.S. 369 forms and the Children-in-crew forms where the destinations of specific crews and children fell in their areas. A central agency, such as a State Department of Education, could supply the Educational Assessment forms to the concerned districts for their use. Present Annual Worker Plan machinery would be changed only to the extent that the state office would supply the Children-in-crew forms to the labor supply states instead of the project doing so. Similarly, the State Employment Office would re-route the returned E.S. 369 forms and Children-in-crew forms to the appropriate school officials rather than the project.

V
RECOMMENDATIONS

1. Since the project proved sufficiently that prediction is possible to the extent that five special schools seem feasible, the next step would be to plan programs for such schools.

   A. Normative evidence from the Educational Assessment data gathered suggests that experimental schools should plan for a population which is educationally retarded from one to four years, the range increasing with age. Knowledge of English would appear to be one of the chief weaknesses of these students.

   B. Schools should plan short units (no more than six weeks) in basic skills and subject areas, taught with maximum efficiency and with maximum attention to individual differences.

2. The opportunities for further exploration of the problem are legion. For example,

   A. Possibilities for closer liaison between school officials in labor demand and labor supply states should be explored.

   B. Experimental methods of teaching short-term units, appropriate to the special needs of these children, should be explored.

   C. The problems encountered in migrant education are frequently magnified versions of the same problems facing all of education, i.e. grouping, curriculum organization, continuity, etc. As such, special schools for migrants constitute a research facility which could produce significant answers to perplexing problems of all education.

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APPENDIX

APPENDIX A

BUREAU OF EMPLOYMENT SECURITY
ES-369 (WIS. REV. 3/59)

WISCONSIN
MIGRATORY LABOR EMPLOYMENT RECORD

1. NAME OF LEADER AND SOCIAL SECURITY NO.	2. CHECK ONE:	3. PERMANENT MAILING ADDRESS (STREET OR RFD, CITY, STATE) AND TELEPHONE NUMBER	4. NEW / REVISED
	☐ CREW LEADER ☐ FAMILY HEAD ☐ OTHER		

5. COUNT OF INDIVIDUALS		6. HOUSING REQUIRED	7. TYPE OF CREW (CHECK)	8. TRANSPORTATION	
TOTAL NO. INDIVIDUALS ____	TOTAL NO. WORKERS ____	NO. OF FAMILIES ____	COMPLETE CREW ONLY: YES ☐ NO ☐	PUBLIC CARRIER USED	NO. TRUCKS FOR HIRE
UNDER 16 ____	MALE ____	NO. OF UNATTACHED MALES ____	SUPERVISES WORKERS: YES ☐ NO ☐		
16 AND OVER ____	FEMALE ____	NO. OF UNATTACHED FEMALES ____	TRANSPORTS WORKERS: YES ☐ NO ☐	NO. OF TRUCKS	NO. CARS NO. BUSES
			PAYS WORKERS: YES ☐ NO ☐		

9. EXPANSION OR EXPLANATION OF ABOVE ITEMS (GIVE ITEM NUMBER): ENTERED WISCONSIN ON HIGHWAY

10. PATTERN OF EMPLOYMENT (SHOW PAST, PRESENT, AND FUTURE EMPLOYMENT; BEGINNING DATE; ENDING DATE; NAME, COMPLETE ADDRESS AND TELEPHONE NO. OF GROWER; AND CROP ACTIVITY).

MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER

11. TYPE OF ACTION REQUIRED:

☐ RESPONSE TO ORDER NO. _____ ☐ INFORMATION ONLY ☐ VALIDATION ☐ REQUEST FOR ACTION ☐ OTHER SERVICES

12. ADDITIONAL EMPLOYMENT INFORMATION:

13. DISTRIBUTION:	14. WISCONSIN STATE EMPLOYMENT SERVICE DATE _____ ADDRESS OF DISTRICT OFFICE _____ E.S. REPRESENTATIVE _____

APPENDIX B

Clearance Order No._____
(For Seasonal Agricultural Workers)

WISCONSIN MIGRANT RESEARCH PROJECT

Form I-59

Project No. 674 SAE 8382

Name of Crew Leader_____ Address_____

Total Number of Individuals Under 16 Years of Age_____
(Todos niños de 16 años de edad o menos)

Name (Nombre)	Sex (niño o niña) M	Sex (niño o niña) F	Age (Edad)	Name of School Attended (Nombre de escuela)	Name of Town in Which School is Located (Nombre de ciudad)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

Clearance Order No. _____

APPENDIX C

WISCONSIN MIGRANT RESEARCH PROJECT

Project No. 674 SAE 8382

Form Y-59
(Educational Assessment Form)

Date _____

Name of Pupil _____ Name of School _____

Name of Parent (or guardian) _____ Name of Town or School District _____

Age of Pupil _____ Current School Grade Placement _____

ACHIEVEMENT TEST SCORE

Reading	Language	Arithmetic	Total	Name of Test	Date Test Given

Speak Spanish	☐ None	☐ Poor	☐ Fair	☐ Good	☐ Excellent
Speak English	☐ None	☐ Poor	☐ Fair	☐ Good	☐ Excellent
General Health Rating		☐ Poor	☐ Fair	☐ Good	☐ Excellent

Unique Problems (Please comment)

Please return form to the Wisconsin Migrant Research Project, Room 207, Education Building, The University of Wisconsin, Madison 6, Wisconsin.

APPENDIX D

Clearance Order No. _____

Name of Pupil	Sex	Age	Name of School	Location of School (Home Base)

Name of Parents	Home Address

Expected Date of Arrival	Date of Arrival	Expected Length of Stay (weeks)	Location of Migrant Camp

Name and Address of Employer	Name of Crew Leader

Date X 59 Rec'd	Date Y 59 Sent	Date Y 59 Rec'd
		☐ Completed ☐ Partially Completed ☐ No Information

Location Verified Date	Remarks:
☐ Yes ☐ No	

WMRP 60-1 Apr 60

APPENDIX E

ENGLISH SPEAKING ABILITY COMPARED WITH ACHIEVEMENT TEST SCORE OF SEASONAL AGRICULTURAL MIGRANT CHILDREN*, BY AGE AND GRADE GROUP, FOR WISCONSIN: 1960

ENGLISH ABILITY	GRADE LEVEL OF TEST SCORES 1 2 3 4 5 6 7 8 9 Total	GRADE LEVEL OF TEST SCORES 1 2 3 4 5 6 7 8 9 Total	GRADE LEVEL OF TEST SCORES 1 2 3 4 5 6 7 8 9 Total
Poor	1 — 1	2 1 — 3	2 2 — 4
Fair	—	—	—
Good	1 — 1	1 — 1	—
Excellent	—	—	—
TOTAL	2 — 2	3 1 — 4	2 2 — 4
	7 Years Old - 1st Grade	8 Years Old - 1st Grade	8 Years Old - 2nd Grade
Poor	—	1 1 — 2	1 — 1
Fair	1 — 1	1 2 — 3	—
Good	—	—	—
Excellent	—	—	—
TOTAL	1 — 1	2 3 — 5	1 — 1
	9 Years Old - 1st Grade	9 Years Old - 2nd Grade	9 Years Old - 3rd Grade
Poor	—	—	—
Fair	2 — 2	1 — 1	1 3 — 4
Good	1 — 1	—	—
Excellent	—	—	—
TOTAL	2 1 — 3	1 — 1	1 3 — 4
	9 Years Old - 4th Grade	10 Years Old - 1st Grade	10 Years Old - 2nd Grade
Poor	4 — 4	—	1 — 1
Fair	2 3 1 — 6	2 1 — 3	—
Good	—	—	1 — 1
Excellent	—	—	—
TOTAL	6 3 1 — 10	2 1 — 3	1 1 — 2
	10 Years Old - 3rd Grade	10 Years Old - 4th Grade	10 Years Old - 5th Grade

*Refers to those children for whom educational assessment forms were returned.

ENGLISH ABILITY	GRADE LEVEL OF TEST SCORES 1 2 3 4 5 6 7 8 9 Total	GRADE LEVEL OF TEST SCORES 1 2 3 4 5 6 7 8 9 Total	GRADE LEVEL OF TEST SCORES 1 2 3 4 5 6 7 8 9 Total
		1 1	
Poor		2 2	1 1
Fair			
Good	1 1		
Excellent			
TOTAL	1 1	1 2 3	1 1
	10 Years Old - 6th Grade	11 Years Old - 2nd Grade	11 Years Old - 3rd Grade
Poor	1 1	1 1	
Fair		1 1	2 2
Good			1 1
Excellent			
TOTAL	1 1	1 1 2	1 2 3
	11 Years Old - 4th Grade	11 Years Old - 5th Grade	12 Years Old - 3rd Grade
Poor	1 1 2	1 1 2	1 1
Fair	1 3 4	2 1 3	
Good	1 1		
Excellent			
TOTAL	1 4 1 1 7	3 1 1 5	1 1
	12 Years Old - 4th Grade	12 Years Old - 5th Grade	12 Years Old - 6th Grade
Poor	1 1		
Fair	1 1	1 2 3	1 1
Good		1 1	
Excellent			
TOTAL	2 2	1 2 1 4	1 1
	13 Years Old - 5th Grade	13 Years Old - 6th Grade	13 Years Old - 7th Grade

ENGLISH ABILITY	GRADE LEVEL OF TEST SCORES 1 2 3 4 5 6 7 8 9 TOTAL	GRADE LEVEL OF TEST SCORES 1 2 3 4 5 6 7 8 9 TOTAL	GRADE LEVEL OF TEST SCORES 1 2 3 4 5 6 7 8 9 TOTAL
Poor	1 1		2 2
Fair		4 4	
Good			1 1
Excellent			
TOTAL	1 1	4 4	3 3
	14 Years Old - 3rd Grade	14 Years Old - 4th Grade	14 Years Old - 5th Grade
Poor		1 1	
Fair	1 1	2 1 3	1 1
Good	1 1		1 1
Excellent			
TOTAL	2 2	1 2 1 4	1 1 2
	14 Years Old - 6th Grade	14 Years Old - 7th Grade	14 Years Old - 8th Grade
Poor	1 1		1 1 2
Fair		1 1	1 1
Good			
Excellent			
TOTAL	1 1	1 1	1 2 3
	15 Years Old - 5th Grade	15 Years Old - 6th Grade	15 Years Old - 7th Grade
Poor	1 1	1 1	
Fair	1 1		1 1
Good			
Excellent			
TOTAL	1 1 2	1 1	1 1
	15 Years Old - 8th Grade	16 Years Old - 7th Grade	16 Years Old - 9th Grade
Poor			
Fair			
Good	1 1	17 Years Old - 9th Grade	
Excellent			
TOTAL	1 1		

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